WY-TOPP

WYOMING TEST OF PROFICIENCY AND PROGRESS

# GUIDANCE FOR ACCESSIBILITY AND ACCOMMODATIONS

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WYOMING
DEPARTMENT OF EDUCATION

WY-TOPP

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# INTRODUCTION

In developing this guidebook, the accommodations committee worked to provide every student with a positive and productive assessment experience, generating results that are fair and accurate estimates of each student's achievement. Further, Wyoming is building on a framework of accessibility for all students, including English Language Learners (ELLs), students on 504 Plans, students with disabilities, ELLs with disabilities, and other individuals who need accommodations who are not included in those groups. In the process of developing next-generation assessments to measure students' knowledge and skills as they progress toward college and career readiness, the accommodations committee recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations when needed based on the constructs being measured by the assessment. This document was developed for Wyoming educators to guide the selection and administration of universal tools, designated supports, and accommodations. *(adapted from Smarter Balanced, p. 1)*

The WY-TOPP assesses the Wyoming Content and Performance Standards in the areas of English Language Arts (ELA), Science, and Mathematics. For the secure summative assessments, a Test Administrator can only make available to students the universal tools, designated supports, and accommodations that are included in the *Wyoming Test of Proficiency and Progress: Guidance for Accessibility and Accommodations.*

The Accommodations Committee and the Wyoming Department of Education (WDE) would like to express appreciation to the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards (SCASS) subgroups Assessing Special Education Students (ASES SCASS) and English Language Learners (ELL SCASS) for publication of model policies, including the Accommodations Manuals for Students with Disabilities, English Language Learners, and English Language Learners with Disabilities. We would also like to acknowledge the following documents which were reviewed by the Accommodations Committee and had components that were adapted and included in this *Guidance* document: 1) Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines which was prepared with the assistance of the National Center on Educational Outcomes; 2) PARCC Accessibility Features and Accommodations Manual; and 3) Ohio's Accessibility Manual: Third Edition.

The WDE staff appreciates the continued support, input, and feedback received from members of the Accommodations Committee in creating this *Guidance* document. The WDE staff also appreciates the support, input, and feedback received from the Wyoming Advisory Panel for Students with Disabilities (WAPSD) and the Wyoming Association of Special Education Administrator's (WASEA) Executive Board regarding the implementation of a fair, accessible, and appropriate statewide assessment system.

# INTENDED AUDIENCE AND RECOMMENDED USE

The *Wyoming Test of Proficiency and Progress: Guidance for Accessibility and Accommodations* is intended for school-level personnel and decision-making teams as they prepare for, and implement, the WY-TOPP assessment. The *Guidance* document provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *Guidance* document is also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. *(adapted from Smarter Balanced (SBAC), p. 2)*

The *Guidance* document applies to all students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. This document focuses on universal tools, designated supports, and accommodations for the WY-TOPP content assessments of English Language Arts (ELA), Science, and Mathematics. At the same time, it supports important instructional decisions about accessibility and accommodations for students who participate in the WY-TOPP assessments. It recognizes the critical connection between accessibility and accommodations in instruction and accessibility and accommodations during assessment. *(adapted from Smarter Balanced , p.2)* Accessibility supports do not reduce learning expectations, they meet specific needs of students in instruction and assessment and enable educators to know that measures of a student's work produce valid results. *(adapted from CCSSO Accessibility Manual, p. 8)*

# RECOGNIZING ACCESS NEEDS IN ALL STUDENTS

All students (including those who do and do not receive supports) are to be held to the same expectations for participation and performance on WY-TOPP assessments. Specifically, all students enrolled in grades K-10 are required to participate in the WY-TOPP assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the WY-ALT, Wyoming's alternate assessment, based on the extended Wyoming Content standards (approximately 1% or fewer of the student population).
- ELs who are enrolled for the first year in a U.S. school may be exempt from the ELA portion of the WY-TOPP but must participate in the Math and Science WY-TOPP assessments. These students instead participate in their required ACCESS for ELLs 2.0 assessment. *(adapted from Smarter Balanced , p.2)*

Title III of the ESEA mandates that all ELLs receive quality instruction for learning both English and grade-level academic content (U.S. Department of Education, 2002). According to ESEA, ELLs are required to participate in statewide assessments that measure students' English language and academic progress. Educators must ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of the students. For ELLs, supports and

accommodations are provided during instruction and on assessments to guarantee equal access to grade-level content.

Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008). *(Smarter Balanced, p. 3)*

The Elementary and Secondary Education Act (ESEA) 1965 reauthorized by the Every Student Succeeds Act (ESSA) in 2016 and subsequent legislation and guidance from the U.S. Department of Education requires that all English language learners (ELLs) and students with disabilities (SWDs) take assessments that measure their English language acquisition and/or their content knowledge in the core subject areas of mathematics, English language arts (ELA), and science. This legislation not only includes these testing requirements, but also aims to ensure equal access to these assessments, by requiring states to offer appropriate supports and accommodations that do not violate the constructs of the assessments for the inclusion of the widest range of students possible.

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of SWDs by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to SWDs, but also to provide additional specialized instruction and related services and include procedural safeguards.

Section 504 of the Rehabilitation Act of 1973 requires public schools to provide certain accessibility supports to students with disabilities even if they do not qualify for special education services under IDEA. The definition of a disability under Section 504 is much broader than the definition under IDEA. All IDEA students are also covered by Section 504, but not all Section 504 students are eligible for services under IDEA. Section 504 States: *(CCSSO Accessibility Manual, p.26)*

> No otherwise qualified individual with a disability in the United States shall, solely by reason of her or his disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance. [29 U.S.C. Sec. 794]

Special education services are individualized to meet the unique needs of students with disabilities and are provided in the least restrictive environment. Special education may include individual or small group instruction, curriculum or teaching modifications, assistive technology, and transition services; other specialized services including physical, occupational, and speech therapy. These services are provided in accordance with an Individualized Education Program (IEP), specifically tailored to the unique needs of each student.

# UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

The conceptual model that serves as the basis for the *Wyoming Test of Proficiency and Progress: Guidance for Accessibility and Accommodations* is shown in Figure 1. This figure portrays several aspects of the WY-TOPP assessment features – universal tools (available for all students), designated supports (available when need is documented by a school-based intervention team who is familiar with the student), and accommodations (when student need is documented in an Individualized Education Plan (IEP) or 504 Plan). It also portrays the additive and sequentially-inclusive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to students for whom the need has been indicated by an educational team which may include the parent/guardian and student. Accommodations are available only to those students with documentation of the need through a formal IEP or 504 Plan. Those students also may use designated supports and universal tools.

Supports are divided into two types: 1) embedded supports; and 2) non-embedded supports. Embedded supports are those that are available as part of the technology platform. They can be enabled in three different ways:

1. By uploading a student settings file in TIDE (must be done by District Coordinator or Building Coordinator);
2. By marking the features under the "Test Settings" section of the student's record manually in TIDE (must be done by District Coordinator or Building Coordinator); or
3. Test administrators can select the feature(s) under "Test Settings" in the Operational Test Administration interface when approving the student to test during the test session. (Color choices, zoom, and braille code can be set in the TA interface)

Non-embedded supports are not part of the technology platform. Test administrators must provide non-embedded supports locally.

Figure 1. Conceptual Model Underlying the *Wyoming Test of Proficiency and Progress: Guidance for Accessibility and Accommodations*.

| UNIVERSAL TOOLS<br>All students | DESIGNATED SUPPORTS<br>Students with a plan that is established by an IELP or other intervention team | ACCOMMODATIONS<br>Only students with an IEP or 504 Plan |
|---|---|---|
| **Embedded** | **Embedded** | **Embedded** |
| Breaks/Pausing<br>Calculator<br>Digital notepad<br>English dictionary<br>Expandable passages<br>Highlighter<br>Keyboard navigation<br>Mark for review<br>Math tools<br>Spanish dictionary<br>Spell check<br>Strikethrough<br>Tutorial<br>Writing Tools<br>Zoom | Color contrast<br>Line reader<br>Masking<br>Spanish Translation<br>Text-to-speech (TTS)<br>TTS tracking<br>Zoom | American Sign Language<br>Braille<br>Braille Transcript<br>Closed Captioning<br>Print-on-demand<br>Streamlined Mode<br>Text-to-Speech (TTS)<br>TTS Tracking<br>Zoom |
| **Non-embedded** | **Non-embedded** | **Non-embedded** |
| Breaks<br>English dictionary<br>Paper | Amplification<br>Bilingual dictionary<br>Color overlays<br>Inverted color<br>Noise buffers<br>Read aloud<br>Read Translated test directions<br>Separate setting<br>Timer<br>Translation | Abacus<br>Alternate forms of sign language<br>Alternate response<br>Braille<br>Calculator<br>Read aloud<br>Scribe<br>Speech-to-text<br>Word Prediction |

# ADMINISTRATIVE CONSIDERATIONS FOR EXTENUATING CIRCUMSTANCES

Students are typically assessed in their general education classrooms following the test administration schedule for the grade and content area being administered. However, the Principal and/or Building Coordinator have the authority to schedule students in testing spaces other than general education classrooms and at different scheduled times, as long as all requirements for testing conditions and test security are met as set forth in the Test Administration Manual. Decisions may be considered, for example, that benefit students who are experiencing an unforeseen stressor that may impact the performance of the student or test environment. In general, changes to the timing, setting, or conditions of testing are left to the discretion of the principal and test coordinator. *(adapted from Ohio, p. 4)*

Figure 2. Administrative Considerations for Extenuating Circumstances *(adapted from Ohio, pp. 4-5)*

| Administrative Consideration | Description |
|---|---|
| Emergency Accommodation<br><br>(See Appendix E: Documentation for Use of an Emergency Support/ Accommodation) | Used when a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken, or a student returning from a serious or prolonged illness or injury. |
| Familiar test administrator | The student knows the test administrator and/or interpreter. |
| Frequent breaks | All students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a specific student's needs (for example, the student fatigues easily). |
| Separate or alternate location | The test is administered in a different location other than the location where other students are testing (for example, a different classroom). A certified and trained TA must be in the room with the student(s) at all times. |

| Administrative Consideration | Description |
|---|---|
| Small Group | A small group is a subset of a larger testing group assessed in a separate location. There is no specific number defined for a small group, but two to eight students is typical. Small groups may be appropriate for human read-aloud translated test administration, or to reduce distracotrs for some students. A certified and trained TA must be in the room with the students at all times. |
| Specialized equipment or furniture | This includes equipment such as adjustable desks or chairs. |
| Specified area or seating | The student sits in a specific place in the test setting, such as by the window for natural light or beside the test administrator's desk. |
| Time of day | The student takes test during the time of day most beneficial to his or her performance. Care must be taken to ensure that the student has all allowable time available for testing. |

# SECTION I: UNIVERSAL TOOLS

## WHAT ARE UNIVERSAL TOOLS?

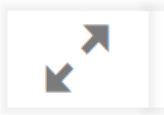
On the WY-TOPP, universal tools are features or preferences that are either built into the assessment system (embedded) or provided externally by test administrators (non-embedded). Universal tools are available for all students taking WY-TOPP assessments. Since these features are available for all students, they are not classified as accommodations. Students should be familiar with these features prior to testing and should have the opportunity to select and practice using them in order to appropriately use these features on test day. Universal tools are intended to benefit a wide range of students and may be used by the student at his or her discretion during testing. *(Adapted from Ohio, p. 5)*

## EMBEDDED UNIVERSAL TOOLS

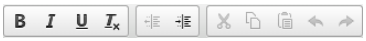
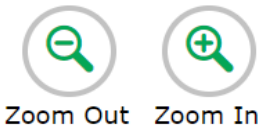
The WY-TOPP assessments include a wide array of embedded universal tools. These are available to all students as part of the technology platform. Table 3 lists the embedded universal tools available to all students for computer administered assessments. It includes a description of each tool. *(Adapted from Smarter Balanced, p. 6)*

Table 3. Embedded Universal Tools Available to All Students *(Adapted from Smarter Balanced, pp. 6-8)*

| Embedded Universal Tool | Description |
|---|---|
| Breaks/Pausing Test Sessions<br> <br>Pause | The number of items per session can be flexibly defined based on the student's need. **Breaks of more than 20 minutes will prevent the student from returning to items already answered by the student.** There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Breaks should not give students an opportunity to interact. *(from Smarter Balanced Assessment Consortium)*<br><br>Students should pause their test when taking a break. Students may pause their test from the student testing site or the test administrator may do so from the Test Administrator Interface. Pausing a student's test signs the student out of his or her test.*(taken from Ohio's Accessibility Manual, p. 4)* |

| Embedded Universal Tool | Description |
|---|---|
| Calculator<br>(for calculator-allowed items only, grades 6-10)<br> <br>Calculator<br><br>(See Non-embedded Accommodations for students who cannot use the embedded calculator) | An embedded on-screen digital calculator can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the *WY-TOPP Item Specifications* indicated that it would be appropriate. |
| Digital notepad/Text box<br> | This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are saved when the student moves on to the next problem within a segment. |
| English dictionary<br>(for the Writing portion of the ELA with Writing assessment)<br> <br>Dictionary | An embedded English dictionary is available for the writing portion of the ELA with Writing assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| Expandable passages<br>  | Each passage or stimulus window can be expanded so that it takes up a larger portion of the screen. |
| Highlighter<br> | A digital tool for marking desired text, item questions, item answers, or parts of these with a color. |

| Embedded Universal Tool | Description |
|---|---|
| Keyboard: test navigation | Navigation throughout test can be accomplished by using the keyboard. (see Test Administrator User Guide) |
| Mark for review | Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes. |
| Math tools | These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the *WY-TOPP Item Specifications* indicate that one or more of these tools would be appropriate. |
| Spanish dictionary (for the Writing portion of the ELA with Writing assessment) | An embedded Spanish dictionary is available for the writing portion of the ELA with Writing assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| Spell Check | Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled and provides a list of word options. This tool is available only for the Writing section of the ELA with Writing assessment. |
| Strikethrough | Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out. |

| Embedded Universal Tool | Description |
|---|---|
| Tutorial | A short video demonstrating how to respond to a particular question type. |
| Writing tools  | Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. |
| Zoom   | A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the *Zoom In* button. The student can click the *Zoom Out* button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. |

# NON-EMBEDDED UNIVERSAL TOOLS

Some universal tools may need to be provided outside of the computer test administration system. These tools, shown in Table 4, are to be provided locally for those students. They can be made available to any student. *(Adapted from Smarter Balanced, p. 8)*

Table 4. Non-embedded Universal Tools Available to All Students *(Adapted from Smarter Balanced, pp. 8-9)*

| Non-embedded Universal Tool | Description |
|---|---|
| Breaks | Breaks may be given at predetermined intervals or after completion of sections of the assessment for students. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. **Breaks of more than 20 minutes will prevent the student from returning to items already answered by the student.** Breaks should not give students an opportunity to interact.The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| English dictionary (for the Writing portion of the ELA with Writing assessment) | An English dictionary can be provided for the writing portion of the ELA with Writing assessment. The use of this universal tool may result in the student needing additional overall time to complete the assessment. |
| Paper | Scratch paper to make notes or write computations may be made available. Plain scratch paper, graph/grid paper, patty/tracing paper, lined paper, plain transparency sheets, and individual whiteboards are allowable forms of paper.<br><br>All scratch paper must be collected and securely destroyed at the end of each assessment session to maintain test security. All notes on assistive technology devices must be thoroughly erased at the end of each session. All whiteboards must be thoroughly cleaned so no trace of student work remains. |

# SECTION II: DESIGNATED SUPPORTS

## WHAT ARE DESIGNATED SUPPORTS?

A relatively small number of students will require additional features for their particular needs (for example: using amplification or enabling text-to-speech for the mathematics assessments). Providing too many tools on screen might distract some students. Therefore, designated features will be selected ahead of time based on the individual needs and preferences of the student decided by a school-based team such as, but not limited to: BIT, ELL (IELP), MTSS, RtI, PLC, Title I, and/or Intervention teams. School-based teams should include educators that are familiar with the student's needs. Documentation of team decisions should be kept at the school/district level.

Students should practice using these features and understand when and how to use them. Students can decide whether or not to use a pre-selected support without any consequence to the student, school, or district.

# EMBEDDED DESIGNATED SUPPORTS

Individualizing access needs on the test for each student provides increased opportunities to accurately demonstrate knowledge and skills. Table 5 lists the embedded designated support tools available to students when there is a documentation of a need approved through a school-based team. The table includes a description of each support along with recommendations for when the support might be needed and how it can be used.

Table 5. Embedded Designated Support *(Adapted from Smarter Balanced, pp. 10-12)*

| Embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Color Contrast (Black on White, Dark Blue, Light Blue, Light Green Reverse Contrast, Magenta, Medium Gray on Light Gray, Yellow on Blue) | Enable teachers to adjust screen background or font color, based on individual student needs prior to approving entrance into a testing session. This may include reversing the colors for the entire interface or choosing the color of font and background.<br><br>*This is selectable in TIDE or may be added prior to approving entrance into the assessment. | Students may need this support for viewing test content. It also may be needed by some students with visual impairments, attention difficulties, or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence, through trial and error prior to testing. Students who are able should verify that color selections made for use during testing meet their individual needs. |
| Line reader | Allows students to highlight individual lines of text in the reading passage.<br><br>*Must be set in TIDE prior to testing. | Students may need support for visual tracking, concentration, or focus. This support may be necessary for students with reading challenges, low vision, or have difficulty staying focused. |
| Masking<br> <br>Masking | Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.<br><br>*Must be set in TIDE prior to testing. | |

| Embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Spanish translation (stacked)<br><br>(for math and science items)<br><br>Available for grades 3-10. | Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.<br><br>*Must be set in TIDE prior to testing. | For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. Students participate in the assessment regardless of the language. This support will increase reading load and cognitive load. The use of this support may result in the student needing additional overall time to complete the assessment. |
| Text-to-speech (TTS)<br><br>(for science, math, and ELA items, not for the ELA reading passages)<br><br>Available for grades 3-10. | Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via volume control.<br><br>*Must be set in TIDE prior to testing. | Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not have adequate braille skills. This support requires routine practice and familiarization during daily instruction in order to avoid undue confusion and/or impedance on performance during testing. Students who use text-to-speech will need headphones unless tested individually in a separate setting. |
| Text-to-speech (TTS) tracking<br><br>(for science, math, and ELA items, not for the ELA reading passages)<br><br>Available for grades 3-10. | Text is read aloud to the student via embedded text-to-speech technology. Words are highlighted as they are read aloud by text-to-speech. The student is able to control the speed as well as raise or lower the volume of the voice via volume control.<br><br>*Must be set in TIDE prior to testing. | Students who are struggling readers may need assistance visually tracking portions of the assessment being read aloud by the testing platform via through digital speech. This support also may be needed by students with reading-related disabilities. Students who use text-to-speech will need headphones unless tested individually in a separate setting. |

| Embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Zoom (1X - 3X) | The default size of specific areas of the screen (e.g. text, formulas, tables, graphics, navigation buttons, and mouse pointer) is preselected by the Building Coordinator or District Test Coordinator. Zoom allows increasing the default size to a level not provided for by the zoom universal tool. The default zoom options are 1X, 1.5X, 1.75X, 2.5X and 3X.<br><br>*Must be set in TIDE prior to testing. | Students preferring enlarged text, graphics, and navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The use of this designated support may result in the student needing additional overall time to complete the assessment. |

# NON-EMBEDDED DESIGNATED SUPPORTS

Some designated supports may need to be provided outside of the digital-delivery system. These supports are to be provided locally for those students unable to use the designated supports when provided digitally. The table includes a description of each support along with recommendations for when the support might be needed and how it can be used. *(Adapted from Smarter Balanced, p. 13)*

Table 6. Non-embedded Designated Support *(Adapted from Smarter Balanced, pp. 13-16)*

| Non-embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Amplification | The student adjusts the sound control beyond the computer's built-in settings using headphones, or other non-embedded sound systems or through the use of Classroom or Personal FM Systems/devices which are consistently used during their daily classroom routine. | Students may use amplification assistive technology (e.g., headphones, classroom or Personal FM Systems, bluetooth enabled hearing aid) to increase the volume within the assessment platform. Use of this resource likely requires a separate setting. If the device has additional features that may compromise the validity of the test (e.g., internet access), the additional functionality must be deactivated to maintain test security. |
| Bilingual dictionary (for Writing segment in the ELA with Writing assessment)<br><br>*For paper assessment only<br><br>*Online assessment includes an embedded Spanish and English Dictionary | A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for the Writing portion of the ELA with writing assessment. | For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. Students participate in the assessment regardless of the language. The use of this support may result in the student needing additional overall time to complete the assessment. |

| Non-embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Color overlays | Color transparencies are placed over the assessment. (Paper and Online) | Students may need this support to view test content comfortably or for an extended period of time. This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs. |
| Inverted color | Test content of online items may be viewed with inverted colors. Not provided by the online testing platform and requires the use of permissive mode. | Students may need this support for viewing the test when digitally-provided color contrasts do not meet their visual needs. Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. |
| Noise buffers | Ear mufflers, white noise, and/or other equipment used to block external sounds. | Student (not groups of students) wears equipment to reduce environmental noises. Students may have these testing variations if regularly used in the classroom. Noise buffers used during testing should not interfere with the testing of other students. Headphones may be needed unless tested individually in a separate setting. |

| Non-embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Read aloud<br><br>(for science and math, and ELA items, Not for ELA passages)<br><br>(See Non-embedded Accommodations for ELA reading passages) | Text is read aloud to the student by a trained staff member who follows the administration guidelines provided in Appendix A: Read Aloud Protocol I. Allowable portions of the content may be read aloud. | Students who are struggling readers may need assistance accessing the assessment by having allowable portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities, or by students who are blind and do not have adequate braille skills. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. Readers should be provided to students on an individual basis – not to a group of students. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. |
| Read translated test directions (functionality) | Bilingual adult can read directions to student in native language. | Students who have limited English language skills (whether or not designated as ELLs or ELLs with disabilities) can use the translated test directions. In addition, a biliterate adult trained in the test administration manual can read the test directions to the student. The use of this support may result in the student needing additional overall time to complete the assessment. |

| Non-embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Separate setting | Test location is altered so that the student is tested in a setting different from that made available for most students. | Students who are easily distracted (or may distract others) in the presence of other students, for example, may need an alternate location to be able to take the assessment. The separate setting may be in a different room that allows them to work individually or among a smaller group. The student may read aloud to self, use a device requiring voicing (e.g., a Whisper Phone), or use Amplification. It may also include a calming device or support as recommended by educators and/or specialists. Or, the separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the teacher's desk, or in the front of a classroom). Some students may benefit from being in an environment that allows for movement, such as being able to walk around. In some instances, students may need to interact with test content outside of school, such as in a hospital or their home. A trained certified staff member, can act as test proctor (test administrator) when student requires it. |
| Timer | Student uses a timer. There are a variety of timers students may use, ranging from basic kitchen timers to more complex wearable devices that vibrate or flash at preset intervals or timers with visual clues such as a red covering that disappears as the timer counts down or a stopwatch. Students may not use cell phones. | For students who may have difficulty staying on task or may need reminders and/or incentives to refocus attention. The use of this support may result in the student needing additional overall time to complete the assessment. |

| Non-embedded Designated Support | Description | Recommendations for Use |
|---|---|---|
| Translation (for Spanish) in student's native language<br><br>(for science and math items, not for ELA passages or items)<br><br>Available for grades 3-10 | Spanish text is read aloud to the student by a trained staff member who follows the administration guidelines. See Appendix A: Read Aloud Protocol. All or portions of the content may be read aloud. | Students receiving the translations (stacked) designated support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. A student should have the option of asking a reader to slow down or repeat text. The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting. |

# SECTION III: ACCOMMODATIONS

## WHAT ARE ACCOMMODATIONS?

Accommodations are changes in procedures or materials that increase equitable access during the WY-TOPP assessment. The accommodations described in this section are not modifications. Accommodations all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with the *Guidance* document. They allow these students to demonstrate knowledge. The Wyoming Accommodations Committee members have identified digitally-embedded and non-embedded accommodations for students for whom there is documentation of the need for the accommodations on an Individualized Education Plan (IEP) or 504 Plan. One exception is for students who have had a physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section. *(Adapted from Smarter Balanced, p. 17)*

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before the assessment, either by entering information into TIDE for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations. *(Adapted from Smarter Balanced, p. 17)*

## EMBEDDED ACCOMMODATIONS

Table 7 lists the embedded accommodations available for the WY-TOPP assessments for those students for whom the accommodations are included on an IEP or 504 Plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. *(Adapted from Smarter Balanced, p. 18)*

Table 7. Embedded Accommodations *(Adapted from Smarter Balanced, pp. 18-19)*

| Embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| American Sign Language (ASL) (for ELA listening items)<br><br>(See Non-embedded Accommodations for alternate forms of sign language) | Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.<br><br>*Must be set in TIDE prior to testing. | Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. The use of this accommodation may result in the student needing additional overall time to complete the assessment. For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. |

| Embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Braille<br>(For use with an embosser for the print-on-demand option.) | A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform).<br><br>ELA<br>▪ UEB contracted<br>Note: UEB uncontracted will be offered in grades 3-6 during the 2018-19 school year<br>Mathematics<br>▪ UEB contracted with Nemeth<br>▪ UEB contracted with UEB Math<br>Science<br>▪ UEB contracted with Nemeth<br><br>See Braille Test Administration Manual | Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. For math, braille will be presented via embosser; embosser-created braille can be used for ELA also. Alternative text descriptions are embedded in the assessment for all graphics. The type of braille presented to the student (contracted or uncontracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.<br><br>Any portion of the test embossed during testing must be collected and securely destroyed in order to protect the security of the test content. |

| Embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Braille Transcript (for ELA listening passages) | A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes:<br><br>ELA<br>▪ UEB contracted Note: UEB uncontracted will be offered in grades 3-6 during the 2018-19 school year<br><br>See Braille Test Administration Manual | Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who have dual sensory impairment AND who use braille on a regular basis during instruction may have access to Braille Transcripts. These students must be registered in TIDE, or members' comparable platform, for both Braille and Closed Captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.<br><br>Any transcripts, descriptions, captions or content embossed during testing must be collected and securely destroyed in order to protect the security of the test content. |
| Closed captioning (for ELA listening items) | Printed text that appears on the computer screen as audio materials are presented.<br><br>*Must be set in TIDE prior to testing. | Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test. |

| Embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Print on Demand | Paper copies of either passages/stimuli and/or items are printed for students.<br><br>*Must be set in TIDE prior to testing. | Some students with disabilities may need paper copies of either passages/stimuli and/or items. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment. Any portion of the test printed during testing must be printed to a secure and known location and all printed material must be collected and securely destroyed in order to protect the security of the test content. |
| Streamlined Mode | This accommodation displays test content vertically for enhanced accessibility.<br><br>*Must be set in TIDE prior to testing. | This accommodation may benefit a small number of students who have specific learning and/or reading disabilities in which the text is presented in a vertical format.<br><br>*If Streamlined Mode is turned on, it disables the ability to use the split-screen feature. |
| Text-to-speech (TTS) (available for items and passages on the ELA and writing tests)<br><br>Available for grades 3-10<br><br>(See Designated Supports for Science, Math, and ELA items) | Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via volume control. See Appendix D: Text-to-Speech, Human Reader/Human Signer Decision-Making Tool<br><br>*Must be set in TIDE prior to testing. | Text-to-speech is available as an accommodation for students whose need is documented in an IEP or 504 Plan. ELL students may only receive this accommodation if it is documented in their IEP or 504 Plan. Students who use text-to-speech will need headphones unless tested individually in a separate setting. |

| Embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Text-to-speech (TTS) tracking (available for items and passages on the ELA and writing tests)<br><br>Available for grades 3-10<br><br>(See Designated Supports for Science, Math, and ELA items) | Text is read aloud to the student via embedded text-to-speech technology. Words are highlighted as they are read aloud by text-to-speech. The student is able to control the speed as well as raise or lower the volume of the voice via volume control. See Appendix D: Text-to-Speech, Human Reader/ Human Signer Decision-Making Tool<br><br>*Must be set in TIDE prior to testing. | Students who are struggling readers may need assistance visually tracking portions of the assessment read aloud. This support also may be needed by students with reading-related disabilities. |
| Zoom (5X - 20X) (requires Streamlined Mode) | The default size of specific areas of the screen (e.g. text, formulas, tables, graphics, navigation buttons, and mouse pointer) is preselected by the Building Coordinator or District Test Coordinator. Zoom allows increasing the default size to a level not provided for by the zoom universal tool. The default zoom options are 5X, 10X, 15X, and 20X.<br><br>*Must be set in TIDE prior to testing. | Students needing enlarged text, or graphics, and/ or navigation buttons may need magnification to comfortably view content. This support also may meet the needs of students with visual impairments and other print disabilities. The level of Zoom selected by Test Coordinators should be the minimum size which is comfortably visible and which can be used for extended periods of time by the student. Students who require very large font sizes may need additional supports to assure that all portions of the test question and all answers have been viewed. The use of this designated support may result in the student needing additional overall time to complete the assessment.<br><br>*If Streamlined Mode is turned on, it disables the ability to use the split-screen feature. |

# NON-EMBEDDED ACCOMMODATIONS

Table 8 lists the non-embedded accommodations available for the WY-TOPP assessments for those students for whom the accommodations are documented on an IEP or 504 Plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. *(Adapted from Smarter Balanced, p. 20)*

Table 8. Non-embedded Accommodations *(Adapted from Smarter Balanced, pp. 20-23)*

| Non-embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Abacus | This tool may be used in place of scratch paper for students who typically use an abacus. | Some students with visual impairments who typically use an abacus may use an abacus in place of or in addition to scratch paper. |
| Alternate forms of Sign Language by a human signer | Per the IEP or 504 Team some students may use SEE - Signing Exact English or CASE - Conceptually Accurate Signed English also call PSE. Presented by a Certified Educational Interpreter currently signing for the student. | For students using this signing system in the classroom via a human signer. |
| Alternate response options | Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.<br><br>*Must be set in TIDE prior to testing. | Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. |

| Non-embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Braille<br><br>(paper/pencil assessment) | A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Codes available on paper/pencil:<br><br>ELA<br>▪ UEB contracted (in school year 2017-18, available for grades 3-5 and 7-10)<br>▪ UEB uncontracted (in school year 2017-18, available for grade 6 only)<br>▪<br>Mathematics<br>▪ UEB contracted<br>Science<br>▪ UEB contracted with Nemeth<br><br>See Braille Test Administration Manual | Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The type of braille presented to the student (contracted or uncontracted) is set in TIDE. The use of this accommodation may result in the student needing additional overall time to complete the assessment.<br><br>Any transcripts, descriptions, captions or content embossed during testing must be collected and securely destroyed in order to protect the security of the test content. |
| Calculator (for calculator allowed items in grades 6-10)<br><br>*See allowable resource guide for calculator types.<br><br> <br>Calculator | A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform. | Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a large print or talking calculator. If students are using a braille calculator such as those on Braille Note Takers, the device should be in "airplane" mode and have no access to wifi. Test administrators should ensure that the calculator has similar calculation features and is available only for designated calculator items that show the calculator icon in the top right corner of the screen. |

| Non-embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Read aloud (available for passages on the ELA and writing tests)<br><br>(See Designated Supports for science, math, and ELA items) | Text is read aloud to the student via external screen reader or by a trained and qualified staff member who follows the administration guidelines provided in Appendix A: Read Aloud Protocol. All or portions of the content may be read aloud.<br><br>*Must be set in TIDE prior to testing. | Read aloud is available as an accommodation for students whose need is documented in an IEP or 504 Plan. ELL Students may only receive this accommodation if it is documented int heir IEP or 504 Plan. A student should have the option of asking a reader to slow down or repeat text. Read Aloud should only be used with students who practice and use this accommodation routinely during daily instruction. Read Aloud should NOT be used as a substitute for Braille or Nemeth Code for students who routinely access information through braille or Nemeth Code. Read Aloud can be used in ADDITION to Braille or Nemeth Code for students who are blind AND also routinely use a reader for that subject. The use of this accommodation may result in the student needing additional time to complete the assessment and/or the use of a separate setting. |
| Scribe (for science, math, ELA items, and the Writing segment on the ELA with Writing assessment) | Students dictate their responses to a human who records verbatim what they dictate. **The scribe must be trained and qualified, and must follow the administration guidelines** provided in Appendix B: Scribe Protocol.<br><br>*Must be set in TIDE prior to testing. | Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. The use of this accommodation may result in the student needing overall additional time to complete the assessment. For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe and to view what they produce while composing via dictation to the scribe. |

| Non-embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Speech-to-Text (STT)<br><br>*Permissive mode must be selected in TIDE.<br><br>*Web-based STT programs are not permissible. | Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students may use their own assistive technology devices.<br><br>*Must be set in TIDE prior to testing. | Students who have motor or processing disabilities (such as cerebral palsy, dyslexia) which make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. For many of these students, using voice recognition software is the only way to demonstrate their composition skills. Still, use of speech-to-text does require that students know writing conventions and that they have the review and editing skills required of students who enter text via the computer keyboard. It is important that students who use speech-to-text also be able to develop planning notes via speech-to-text and to view what they produce while composing via speech-to-text. |

| Non-embedded Accommodation | Description | Recommendations for Use |
|---|---|---|
| Word Prediction | Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered via a non-embedded software program. The program must use only single word prediction. Functionality such as phrase prediction, predict ahead, or next word must be deactivated. The program must have settings that allow only a basic dictionary. Expanded dictionaries, such as topic dictionaries and word banks, must be deactivated. Phonetic spelling functionality may be used, as well as speech output built into the program which reads back the information the student has written. If further supports are needed for speech output, see Text-to-Speech or Read Aloud policies. Students who use word prediction in conjunction with speech output will need headphones unless tested individually in a separate setting. Students may use their own assistive technology devices. | Students who have documented motor or orthopedic impairments, which severely impairs their ability to provide written or typed responses without the use of assistive technology, may use word prediction. Students with moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. Students will need to be familiar with the software and have had many opportunities to use it in daily instruction. Use of word prediction does require that students know writing conventions and that they have the review and editing skills required of all students. It is important that students who use word prediction also be able to develop planning notes and review their writing with or without text-to-speech. If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. |

# RESOURCES

Appendix A: Item Parts Description

Appendix B: Read Aloud Protocol

Appendix C: Scribe Protocol

Appendix D: Text-to-Speech, Human Reader/Human Signer Decision-Making Tool

Appendix E: Sample Assessment Accessibility Plan

Appendix F: Documentation for Use of an Emergency Support/Accommodation

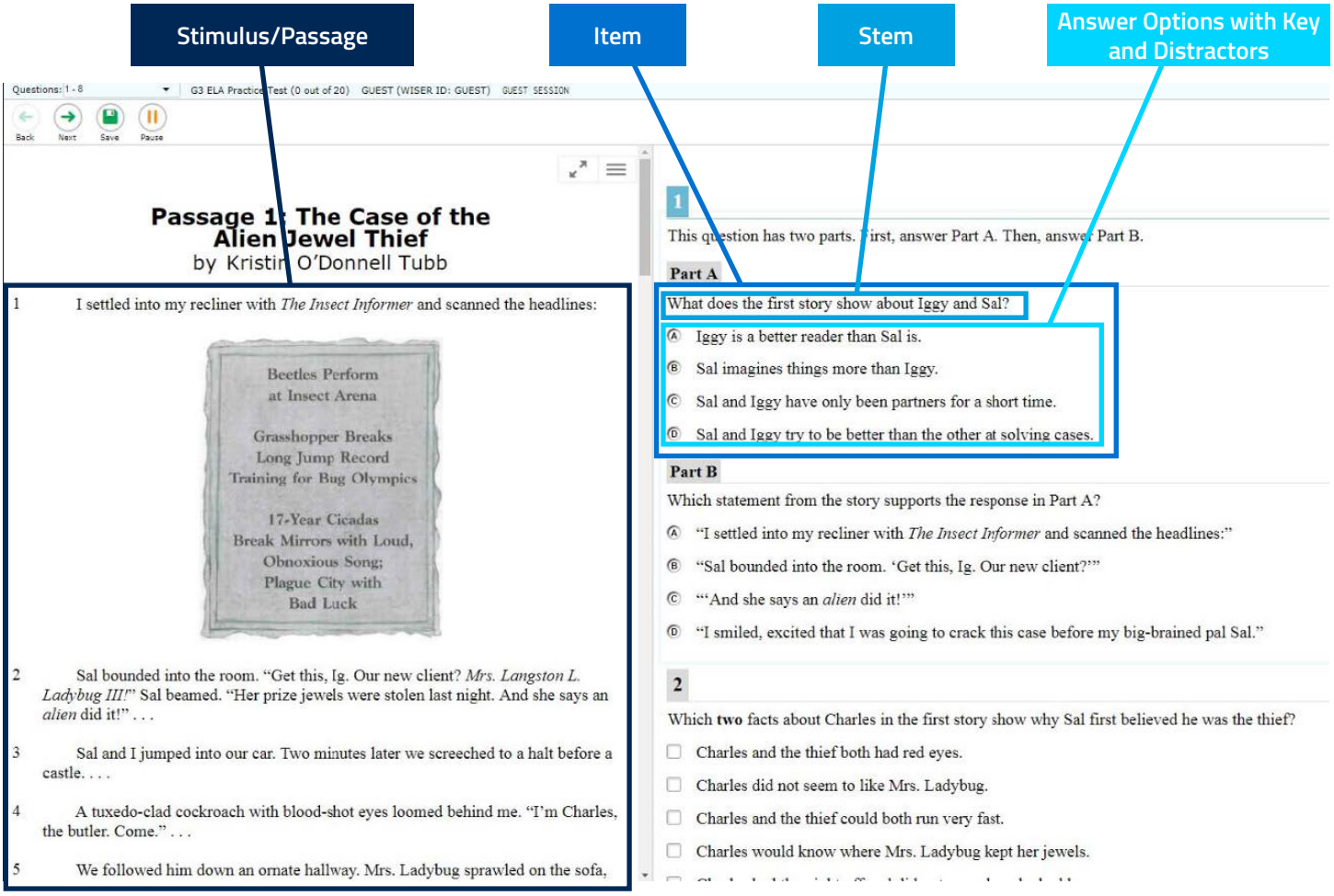
Appendix G: Dos and Don’ts When Selecting Accessibility Supports

Appendix H: About Permissive Mode

Appendix I: Color Contrast Examples

Appendix J: Accommodations Committee Members

# APPENDIX A: ITEM PARTS DESCRIPTION




**Stimulus/Passage:** The stimulus provides necessary information in order to understand the problem. For example, in math the stimulus is the equation or problem. In ELA the stimulus is the sentence or paragraph that builds the challenge. The passage consists of words that may be taken from literature, novels, manuals, etc.

**Item:** The entire combination of stem, key(s), and distractors.

**Stem:** This will ask a problem to solve.

**Key:** The correct answer option(s).

**Distractors:** These are the incorrect answer options.

# APPENDIX B: READ ALOUD PROTOCOL

*(Adapted from Smarter Balanced, p. 44)*

## READ ALOUD PROTOCOL

When a student cannot access text-to-speech they may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment text to an eligible student. The student depends on the test reader to read the test questions accurately, pronounce words correctly, and speak in a clear voice throughout the test. The test reader must be trained and qualified and must follow the guidelines presented here. The guiding principle in reading aloud is to ensure that the student has access to test content.

On the WY-TOPP Assessment, test readers are permitted in grades 3-10 as a designated support for science, mathematics, and ELA items only, not for reading ELA passages. Test readers are allowable for ELA reading passages in grades 3-10, only if the student has a documented accommodation for this (in addition to science, mathematics, and ELA items).

### QUALIFICATIONS FOR TEST READERS

- The test reader should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments.
- Test readers must be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must be employed by the school or school district and trained in test administration as well as test security policies in accordance with the WY-TOPP manuals, guidelines, and related documentation.

### PREPARATION

- Test readers are expected to familiarize themselves with the test format and environment in advance of the testing session. This will help facilitate reading of the test.
- Test readers should be familiar with the Individualized Education Plan (IEP), 504 Plan, and/or an Individualized English Learner Plan (IELP) if the student for whom they are reading has access to additional designated supports and/or accommodations. This will ensure that there are plans in place for providing all needed designated supports and accommodations.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before assisting a student during the test.

## GENERAL GUIDELINES

- The test reader's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Read each question exactly as written as clearly as possible.
- During the exam, try to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gestures, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in text.
- Do not paraphrase, interpret, define, or translate any items, words, or instructions as this would be a violation of test security.
- Spell any words requested by the student.
- Adjust your reading speed and volume if requested by the student.

## POST-ADMINISTRATION

- The test reader must collect scratch paper, rough drafts, and login information immediately at the end of the testing session and deliver it to the test administrator to securely shred.
- The test reader must not discuss any portion of the test with others.

## ENGLISH USAGE/CONVENTIONS

- **Punctuation:** Read all text as punctuated using appropriate tone.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'dot, dot, dot.'
- Quotations: Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis:** When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print. Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers.
- **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

## IMAGES/GRAPHICS

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item.

- Describe the image/graphic as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic.
- Read the title or caption, if available.
- Any text that appears in the body of an image may be read to a student. Read text in images in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

## PASSAGES

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the item.

## GRAPHIC ORGANIZERS

- Before reading a graphic organizer, the test reader should discern the most appropriate and logical manner in which to present the information. In general, information should be presented from broad to specific as indicated by the visual components of the document. The test reader should read the terms exactly as indicated in the graphic organizer. No other information about it should be articulated. For example, the test reader should not create sentences if information is bulleted or appears in a title or label.
- Use common grade-appropriate language throughout the item and the test when referring to graphic organizers and their attributes (labels, blank cells, stems, etc.).

## MATHEMATICAL EXPRESSIONS

- Mathematical expressions must be read precisely and with care to avoid misrepresentation by a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.
- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Numbers greater than 99, however, should be read as individual numbers.
- Additional examples may be found in the table below.

- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm3 may be read as "cubic centimeters" or "centimeters cubed."

Below is a guidance table for test readers in mathematics. This table is only suggested for use by the test reader, it is not required.

## Numbers

| Description | Examples | Read as: |
|---|---|---|
| Large whole numbers | 632,407,981<br><br>45,000,689,112 | "six three two comma four zero seven comma nine eight one"<br>"four five comma zero zero zero comma six eight nine comma one one two" |
| Decimal numbers | 0.056<br>4.37 | "zero point zero five six"<br>"four point three seven" |
| Fractions - common | $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{3}$, $\frac{4}{5}$, $\frac{5}{6}$ | "one half, one fourth, two thirds, four fifths, five sixths"<br>Other common fractions include "eighths, tenths" |
| Fractions - not common - read as "numerator over denominator" | $\frac{14}{25}$ $\frac{487}{6972}$ | "Fourteen over twenty-five"<br><br>"Four eight seven over six nine seven two" |
| Mixed numbers - read with "and" between whole number and fraction | $3\frac{1}{2}$<br><br>$57\frac{3}{4}$ | "Three and one-half"<br><br>"Fifty-seven and three fourths" |
| Percents | 62%<br>7.5%<br>0.23% | "Sixty-two percent" "<br>Seven point five percent"<br>"Zero point two three percent" |
| Money - if contains a decimal point, read as "dollars AND cents" | $4.98<br>$0.33<br>$5368.00 | "Four dollars and ninety-eight cents"<br>"Thirty-three cents"<br>"Five three six eight dollars" |

| Description | Examples | Read as: |
|---|---|---|
| Negative numbers - do NOT read negative sign as "minus" | -3<br>-⅝<br>-7.56 | "Negative three"<br>"Negative five eighths"<br>"Negative seven point five six" |
| Dates (years) | 1987<br>2005 | "Nineteen eighty-seven"<br>"Two thousand five" |
| Roman Numerals | I<br>II<br>III<br>IV | "Roman Numeral one"<br>"Roman Numeral two"<br>"Roman Numeral three"<br>"Roman Numeral four" |
| Ratios | x:y | "x to y" |

## Operations

| Description | Example(s) | Read as: |
|---|---|---|
| Addition | 13 + 27 = $\begin{array}{r} 13 \\ +27 \\ \hline \end{array}$<br>13 + 27 = ? | "thirteen plus twenty-seven equals"<br>"thirteen plus twenty-seven equals question mark" |
| Subtraction | 487 - 159 = $\begin{array}{r} 487 \\ -159 \\ \hline \end{array}$<br>487 - 159 = ? | "four eight seven minus one five nine equals"<br>"four eight seven minus one five nine equals question mark" |
| Multiplication | 63 x 49 = $\begin{array}{r} 63 \\ x49 \\ \hline \end{array}$<br>63 x 49 = ? | "sixty-three times forty-nine equals"<br>"sixty-three times forty-nine equals question mark" |
| Division - Vertical or Horizontal | $\frac{120}{15}$ = 8<br>120 ÷ 15 = 8 | "one two zero divided by fifteen equals eight" |
| Operations with boxes | 3 + $\square$ = 8 | "three plus box equals eight" |

## Expressions

| Description | Example(s) | Read as: |
|---|---|---|
| Expressions containing variables (any letter may be used as a variable) | $N + 4$<br>$8x - 3$<br>$4 (y - 2) + 5 = 7$<br><br>$V = \frac{4}{3} \pi r^3$<br><br>$\frac{\lvert t \rvert - 2}{6} \leq 15$<br><br>$x^2y^3 = -36$<br><br>$156x \geq 4$ | "'N' plus four"<br>"eight 'x' minus three"<br>"four open parenthesis 'y' minus two close parenthesis plus five equals seven"<br>"'V' equals four-thirds pi 'r' cubed"<br>"the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"<br>"'x' squared 'y' cubed equals negative thirty-six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"<br>"one five six 'x' is greater than or equal to four" |
| Coordinate pairs<br>Answer choices with no other text | The point (-1, 2)<br>The point A is at (6, 3)<br>A. (-3, -4) | "the point (pause) negative one comma two"<br>"the point 'A' is at (pause) six comma three"<br>"'A' (pause) negative three comma negative four" |
| Parallels | $\overline{AB} \parallel \overline{CD}$ | "line segment AB is parallel to line segment CD" |
| Perpendiculars | $\overline{AB} \perp \overline{CD}$ | "line segment AB is perpendicular to line segment CD" |

# APPENDIX C: SCRIBE PROTOCOL

*(Adapted from PARCC, p. 101)*

## SCRIBE PROTOCOL

Scribing a student's responses by a Trained Staff Member is a response accommodation that allows students to provide test responses to an adult trained staff member who writes or types the responses directly onto the assessment for the student. Students receiving the scribe accommodation may respond to assessment items either:

- Verbally or using a speech-to-text device or other augmentative/assistive communication device (e.g., picture/word board)
- Signing (e.g., American Sign Language, Signed English, Cued Speech)
- Gesturing, pointing, or eye-gazing

Note: Scribing may include "dragging and dropping" selected response items, as appropriate.

The scribe accommodation is appropriate for students with a physical disability that severely limits or prevents the student's motor process of writing, typing, or recording responses during testing. This includes students with reduced ability to record responses due to pain, fracture, paralysis, loss of function, or loss of endurance, as well as students whose handwriting is indecipherable or illegible. Scribes are also an appropriate accommodation for students who have a documented disability in the area of written expression which results in significant interference in their ability to express their knowledge in writing/keyboarding, even after varied and repeated attempts to teach the student to do so.

If a student requires a scribe due to a recently-occurring, though temporary illness or injury, an emergency accommodations form must be completed and kept on file at the school.

If a student requires a scribe due to an ongoing inability to express his or her responses through writing/keyboarding, this should be documented in evaluation summaries from locally-administered diagnostic assessments, and must be listed in the student's IEP, 504 plan, or IEL Plan. The student should be receiving ongoing, intensive instruction and/or interventions to learn written expression, as deemed appropriate by the IEP team, 504 Plan, or IEL Plan.

### QUALIFICATIONS FOR A SCRIBE

- A scribe must be employed by the school or school district and trained in test administration as well as test security policies in accordance with the WY-TOPP manuals, guidelines, and related documentation.
- The scribe should be an adult who is familiar with the student, and who is typically responsible for providing this support during educational instruction and assessments. If the scribe is unfamiliar

with the student, then scribe and student should have the opportunity to practice the scribing process together prior to taking the assessment.

- A scribe must be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.

## ADMINISTERING THE SCRIBE ACCOMMODATION

- A scribe may administer the scribe accommodation only to one student at a time during a test session. The student must be tested in a separate setting.
- The scribe must write legibly, if transcribing a student's response into a test book.
- The scribe must transcribe responses verbatim from the student, and may not prompt or question the student, or correct a student's responses. The scribe may ask the student to restate (or sign) words or parts, as needed.
- A student using a scribe must be given the same opportunity as other students to plan and draft a constructed response. The scribe may write an outline, plan, or draft exactly as directed by the student without any cueing and guidance to the student.
- The scribe should be informed of the preferred method or format for recording the student's response before the date of the assessment. During testing, the student may dictate constructed responses either:
    1. Directly to a human scribe who records the responses at the time they are given (computer- and paper-based testing)
    2. Into a speech-to-text converter (e.g., voice recognition software), augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time into the online testing platform or unto a paper-based book/answer document). A student must be given the opportunity to review and edit his or her responses before they are finalized into the online testing platform or paper-based test book/answer document.
        - When using a speech-to-text converter, augmentative communication device, or other assistive technology device, hard copies of the student's response must be printed out for transcription purposes unless the device being used does not have the capability to print. In cases where printing a response is not possible, scribing must take place as the student dictates or otherwise produces the response. All electronic files must be deleted immediately after the testing session.
        - The scribe must allow the student to review the scribed response in order to make edits. If requested by the student, the scribe may read the scribed response back to the student. The student may dictate changes or edits to the scribe, and the scribe must make those changes exactly as dictated by student, even if a change is incorrect. All changes must be made during the test session.

## ADDITIONAL GUIDELINES FOR ELA ASSESSMENT

**Capitalization and Punctuation**

For the English Language Arts Assessment—Constructed Responses only, the student is responsible for all capitalization and punctuation. This can be accomplished either after testing or during testing using one or more of the following Rules for Punctuation:

1. After dictation: The student can dictate the entire response at one time. The scribe will write/ type the response without capitalization and punctuation. When the student is finished dictating, the scribe will show the response to the student. The student will tell the scribe which letters are to be capitalized and where punctuation should be added.
2. During dictation: The student may add capitalization and punctuate as he/she dictates.
    a. For example, when stating the sentence "The fox ran." The student will say, "Capital T, the fox ran, period"
    b. If a sentence includes other punctuation, for example a comma, the student must indicate the comma. For example, when stating, "The boy bought apples, oranges, and bananas." The student will say, "Capital T, the boy bought apples, comma, oranges, comma, and bananas, period"

Students must be given the opportunity to proofread their responses, even if they provide capitalization and punctuation during dictation.

**Rules for Capitalization**

The scribe can automatically capitalize in these cases:

1. The scribe should capitalize the first letter of a sentence if the student has indicated the punctuation in the previous sentence. For example, if the student said, "Capital T, the fox ran, period. The fox jumped, period." The scribe would write "The fox ran. The fox jumped."
2. The first word in a new paragraph when students have indicated for the scribe to begin a new paragraph.

The student must specify capitalization in the following cases:

1. The first letter of a sentence, if the student has not indicated punctuation in the previous sentence. For example, if the student said, "Capital T, the fox ran, the fox jumped, period." The scribe would write "The fox ran the fox jumped."
2. Other capitalization (e.g., capitalization of proper nouns, acronyms, etc.)

## SCRIBE PARAMETERS DURING THE ASSESSMENT

The following scribing practices are acceptable:

- The scribe may ask "Are you finished?" Or "Is there anything you want to add or delete?"
- The scribe may respond to procedural questions asked by the student such as, "Do I have to use the entire space to answer the question?" The scribe may indicate "no."
- If the student requests that the scribe read a response that was already dictated, the scribe must read what the student dictated previously in an even voice, being careful not to cue the student to errors.

The following scribing practices are unacceptable:

- The scribe cannot influence the student's response in any way.
- The scribe cannot give the student specific directions, clues, or prompts; e.g., "First, set the equations equal to one another;" or "Make sure that the equation is set equal to zero."
- The scribe cannot tell the student if his/her answer is correct or incorrect.
- The scribe cannot answer a student's questions related to the content; e.g., "Is this the right way to set up the problem?" Or "Can you tell me what this word means?"
- The scribe cannot alert the student to mistakes he/she made during testing.

**Special Considerations When Scribing for a Student Who Uses Sign Language or Cued Speech**

- The scribe for a student who signs their responses must be fluent in ASL, signed English, or other sign systems the student uses.
- When responses are dictated by a student using American Sign Language (or other signed system), the scribe may ask clarifying questions regarding the use of classifiers. Classifiers give descriptive information about a noun or verb such as location and kind.
- The scribe will write the student's responses in English. The transcription of ASL will not be done in a word-to-word format, but instead will be written in English without changing or enhancing the meaning of the content, adding information, or explaining concepts unknown to the student (e.g., student signs "HOUSE WHITE LIVE THERE ME." Scribe writes "I live in the white house.")
- Scribe must follow all other acceptable scribing practices.

**Use of Speech-to-Text/Voice-Recognition Software/Devices**

Speech-to-text conversion, or voice recognition, software allows students to dictate responses into their computer microphone and have the responses converted to printed text. For this accommodation, students will use their own assistive technology devices at a separate computer station equipped with speech-to-text/voice recognition software in order to respond to multiple-choice, open-ended items, and extended responses on the WY-TOPP assessments. Students who use voice recognition software routinely, and for whom this accommodation is listed in their IEP, may use speech-to-text/voice recognition software as an accommodation on the WY-TOPP assessments. Students must become familiar with the software and

must have opportunities to practice using it prior to testing. It is also important that students who use speech-to-text devices be given the opportunity to develop planning notes using speech-to-text, and to view what they produce via speech-to-text.

Upon completion of a test, the student's responses should be printed out and the guidelines for transcribing student responses followed.

**Guidelines for Transcribing Student Responses (Paper-based testing only)**

Certain situations involving scribing of responses during administration of WY-TOPP assessments may require a Test Administrator to transcribe a student's response in a standard test booklet. The Test Administrator will then input the student's responses in the Data Entry Interface. These situations may include:

- Answers were recorded in the wrong section of a Test Booklet.
- A student takes the test using a special test format that requires answers to be transcribed (e.g., Braille, Nemeth Code, large print).
- A student uses a speech-to-text converter, augmentative communication device, or assistive technology device to be transcribed by the scribe at a later time.
- As an accommodation, a student records answers on blank paper, instead of in the required Test Booklet.
- A Test Booklet becomes unusable (e.g., torn, wrinkled).

If a student's responses must be transcribed after test administration is completed, the following steps must be followed:

- At least two persons must be present during any transcription of student responses. One of these persons will be the transcriber, and the other will be an observer confirming the accuracy of the transcription. It is highly recommended that one of the individuals be an authorized Test Administrator or Building Coordinator.

The student's response must be transcribed verbatim into the Test Booklet and then into the Data Entry Interface system. The student's original Test Booklet must be returned to the Building Test Coordinator to return to AIR with other secure test materials.

- Braille, Nemeth Code, and student created tactile graphics transcription: Only an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, or someone working under the direct supervision of an eligible Test Administrator who is a certified Teacher of Students with Visual Impairment, including Blindness, may transcribe the student's responses onto the paper form of the WY-TOPP assessments.
- Any original student responses that were printed from an assistive technology device or recorded separately on blank paper (or on other external devices) must be securely shredded.

# APPENDIX D: TEXT-TO-SPEECH, HUMAN READER/HUMAN SIGNER DECISION-MAKING TOOL

*(Adapted from PARCC, p. 106)*

## TEXT-TO-SPEECH, HUMAN READER/HUMAN SIGNER DECISION-MAKING TOOL for ELA PASSAGES

### INDIVIDUALIZED EDUCATION PLAN (IEP), 504 PLAN, INDIVIDUALIZED ENGLISH LEARNER PLAN (IELP), OR INTERVENTION TEAM DECISION-MAKING TOOL

This tool has been developed to assist teams in identifying students who may be appropriate candidates to receive the accommodation for text-to-speech or Human Reader/Human Signer for the ELA reading passage portions of the WY-TOPP summative assessment. This accommodation requires an IEP or 504 Plan. This tool only serves as guidance to determine if the student's disability qualifies for this support.

Student: _____ WISER ID: _____
School: _____ District: _____

**TEAM MEMBERS**

| Title | Name | Date |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

**Verification of Parent/Guardian Notification (optional):** _____ (Parent/Guardian Initials)
I have been informed by my child's school that my child will receive a text-to-speech or Human Reader/Human Signer accommodation for ELA reading passage portions of the WY-TOPP summative assessment.

If all guidelines listed are met, and the student is given the text-to-speech or Human Reader/Human Signer accommodation on the WY-TOPP ELA reading passage portions, he/she will receive a valid score on the assessment. If all guidelines are not met, and the student is given the text-to-speech or Human Reader/Human Signer accommodation on the WY-TOPP ELA reading passage portions, the student's assessment score may be invalidated and the score would not be counted in the overall assessment results; i.e., the student would be considered a "non-participant" for the English language Arts assessment.

| Guidelines for Consideration | Additional Guidance | Agree/Disagree |
|---|---|---|
| The student has an Individualized Education Plan (IEP) or 504 Plan. | Student has an approved IEP or current 504 Plan. | ☐ Agree<br>☐ Disagree |

| Guidelines for Consideration | Additional Guidance | Agree/Disagree |
|---|---|---|
| In making decisions on whether to provide the student with this accommodation, IEP teams, and 504 Plan Coordinators are instructed to consider whether the student has:<br><br>▪ Blindness or a visual impairment and has not yet learned or is unable to use braille or Nemeth Code (braille math code);<br>OR<br>▪ A disability that severely limits or prevents him/her from accessing printed text, even after varied and repeated attempts to teach the student to do so (e.g., student is unable to decode printed text);<br>OR<br>▪ Deafness or a hearing impairment and is severely limited or prevented from decoding text due to a documented history of early and prolonged language deprivation. | For the screen reader accommodation, the IEP team or 504 Plan Coordinator must determine whether the student is blind or has a visual impairment and has not yet learned (or is unable to use) braille or Nemeth Code (braille math code).<br><br>For the text-to-speech or Human Reader/ Human Signer accommodation, the IEP or 504 Plan Coordinator must determine whether the student has a disability that severely limits or prevents him or her from decoding text. For students who are blind this includes students who cannot read braille or Nemeth Code (braille math code) This accommodation is not intended for a student reading somewhat (i.e., moderately) below grade Level or for students who can read Braille and/or Nemeth Code.<br><br>The IEP or 504 Plan must document objective evidence from a variety of sources (including state assessments, district assessments, AND one or more locally-administered diagnostic assessments or other evaluation) that indicate that the student's ability to decode text is severely limited or prevented or that the student is blind or visually impaired and has not yet learned (or is unable to use) braille. | ☐ Agree<br><br>☐ Disagree |

| Guidelines for Consideration | Additional Guidance | Agree/Disagree |
|---|---|---|
| Before listing the accommodation in the student's IEP or 504 Plan, teams and plan coordinators should also consider whether:<br><br>▪ The student has access to printed text during routine instruction through a reader or other spoken-text audio format, or interpreter;<br>▪ The student's inability to decode printed text or read braille is documented in evaluation summaries from locally-administered diagnostic assessments; or<br>▪ The student receives ongoing, intensive instruction and/or interventions in the foundational reading skills to continue to attain the important college and career-ready skill of independent reading. | | ☐ Agree<br><br>☐ Disagree |

List the data and/or evaluation sources that were used to document the decision to give the text-to-speech or Human Reader/Human Signer accommodation to the student on the ELA reading passage portions of the WY-TOPP summative assessment:

1) Name of Diagnostic Evaluation or Educational Assessment: _____
Name and Title of Test Administrator: _____
Most Recent Testing Date: _____
Score(s): _____
Provide a Summary of the Results: _____

_____
_____
_____

2) Name of Diagnostic Evaluation or Educational Assessment: _____
Name and Title of Test Administrator: _____
Most Recent Testing Date: _____
Score(s): _____
Provide a Summary of the Results: _____

_____
_____
_____

3) List any additional assessment data, scores, and/or evaluation results that were used to guide the decision-making process for IEP teams or 504 Plan Coordinator regarding the text-to-speech or Human Reader/Human Signer accommodation.

_____
_____
_____
_____

4) List the instructional interventions and supports specifically related to reading that are currently provided through daily instruction to the student:

- Intensive reading interventions have been provided to the student for _____ years.
- List the specific school years and frequency _____
- Describe and list the specific reading intervention(s) provided to the student: _____

  _____
  _____
  _____

# APPENDIX E: SAMPLE ASSESSMENT ACCESSIBILITY PLAN

*(Adapted from CCSSOO, pg. 84)*

## ASSESSMENT ACCESSIBILITY PLAN FOR DESIGNATED SUPPORTS

### STUDENT INFORMATION

Name: _____ Wiser ID: _____
Assessment: _____ School Year: _____

### CASE INFORMATION

ESL Teacher: _____ Administrator: _____
Case Manager: _____ SPED Teacher: _____
Intervention Team: _____
General Ed Teacher(s): _____
Parent/Guardian(s): _____

### ACCESSIBILITY SUPPORTS

Designated Supports Date Arranged

1) _____
2) _____
3) _____
4) _____
5) _____

Reason(s)/Comments: _____
_____

Room assignment for assessment: _____

Adapted from Scheiber, B., & Talpers, J. (1985). Campus access for learning disabled students: A comprehensive guide. Pittsburgh: Association for Children and Adults with Learning Disabilities. (From CCSSO manual p. 84)

# APPENDIX F: DOCUMENTATION FOR USE OF AN EMERGENCY SUPPORT/ACCOMMODATION

*(Adapted from PARCC, p. 112)*

## USE OF AN EMERGENCY ACCOMMODATION

### DIRECTIONS

This form is appropriate in cases where a student needs a new accommodation immediately prior to the assessment due to unforeseen circumstances. Cases could include students who have a recently-fractured limb (e.g., fingers, hand, arm, wrist, or shoulder); whose only pair of eyeglasses has broken, or a student returning from a serious or prolonged illness or injury. If the principal determines that a student requires an emergency accommodation on the day of the WY-TOPP assessment, this form must be completed and maintained in the student's file. The parent must be notified that an emergency accommodation was provided.

District : _____ Date: _____
School: _____ Phone: _____
Student Name: _____ Grade: _____
WISER ID: _____ DOB: _____
Person Contacted: _____ Contact Date: _____

### NAME AND TITLE OF PERSON COMPLETING THIS FORM

_____ _____
Staff Member's Name Title/Position

### REASON FOR NEEDING AN EMERGENCY TEST ACCOMMODATION (ATTACH DOCUMENTATION IF NEEDED)

_____
_____
_____

### DESCRIBE WHAT THE TESTING ACCOMMODATION WILL BE

_____
_____
_____

_____ _____
Principal Signature Date

# APPENDIX G: DOS AND DON'TS WHEN SELECTING ACCESSIBILITY SUPPORTS

*(Adapted from CCSSO, p. 68)*

## THE DOS AND DON'TS WHEN SELECTING ACCESSIBILITY SUPPORTS

| Do... | Don't... |
|---|---|
| Do... make accessibility decisions based on individualized needs (e.g., the student's amount of time in the country, disability needs, etc.). | Don't... make accessibility decisions based on whatever is easiest to do (e.g., preferential seating). |
| Do... select accessibility supports that reduce the effect of the disability and language barrier to access content and demonstrate learning. | Don't... select accessibility supports unrelated to documented student learning needs or to give students an unfair advantage. |
| Do... be certain to document instructional and assessment accommodation(s) on the IEP, 504, or IEL Plan. | Don't... use an accommodation that has not been documented on the IEP, 504, or IEL Plan. |
| Do... turn off certain universal features for some students if these features prove to be distracting. | Don't... assume that all universal features should be available to all students without previous try-outs. |
| Do... select designated features based on input of one or more informed educators. | Don't... make blanket decisions about designated features. |
| Do... ensure that accommodations are selected based on multiple stakeholders' input. | Don't... make unilateral decisions about accommodations. |
| Do... make decisions about designated features and accommodations prior to the assessment day. | Don't... assume that various combinations of accessibility supports will work effectively without testing these combinations. |
| Do... be specific about the "Where, When, Who, and How" of providing accessibility supports. | Don't... assume that all instructional accessibility supports are appropriate for use on assessments. |
| Do... refer to state accessibility policies and understand implications of selections. | Don't... simply indicate an accessibility support will be provided "as appropriate" or "as necessary." |

| Do... | Don't... |
|---|---|
| Do... evaluate accessibility supports used by the student. | Don't... check every accessibility support possible on a checklist simply to be "safe." |
| Do... get input about accessibility supports from teachers, parents, and students. | Don't... assume the same accessibility supports remain appropriate year after year. |
| Do... provide accessibility supports for assessments routinely used for classroom instruction or ensure that students practice each support sufficiently. | Don't... provide an assessment accessibility support for the first time on the day of a test. |
| Do... select accessibility support based on specific individual student needs. | Don't... assume certain accessibility supports, such as a dictionary, are appropriate for every student. |

**EQUALITY**

IS GIVING PEOPLE THE SAME THING/S.

**EQUITY**

IS FAIRNESS IN EVERY SITUATION.

# APPENDIX H: ABOUT PERMISSIVE MODE

## About Permissive Mode

Permissive Mode is an accommodation option that allows students to use accessibility software in addition to the secure browser.

Permissive Mode activates when the student is approved for testing. Students who have the Permissive Mode setting enabled should not continue with the sign-in process until their accessibility software is correctly configured.

### To use accessibility software with the secure browser:

1. Open the required accessibility software.
2. Open the secure browser. Begin the normal sign-in process up to the TA approval step.
3. When a student is approved for testing, the secure browser allows the operating system's menu and task bar to appear.
4. The student must immediately switch to the accessibility software that is already open on the computer so that it appears over the secure browser. The student cannot click within the secure browser until the accessibility software is configured.

    - Windows: To switch to the accessibility software application, click the application in the task bar.
    - Mac: To switch to the accessibility software application, click the application in the dock.

    Note: When using Windows 8 and above, the task bar remains on-screen throughout the test after enabling accessibility software. However, forbidden applications are still prohibited.

5. The student configures the accessibility software settings as needed.
6. After configuring the accessibility software settings, the student returns to the secure browser. At this point, the student can no longer switch back to the accessibility software. If changes need to be made, the student must sign out and then sign in again.
7. The student continues with the sign-in process.

Note: Permissive Mode is available only for computers running supported desktop Windows and Mac operating systems. For information about supported operating systems, see the *Technical Specifications Manual*.

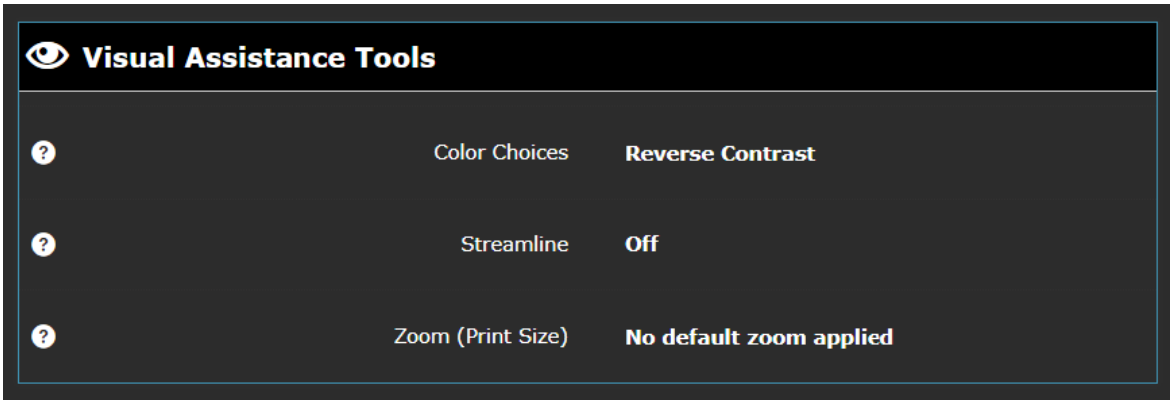
Accessibility software must be certified for use with the Test Delivery System.

Forbidden applications will still not be allowed to run.

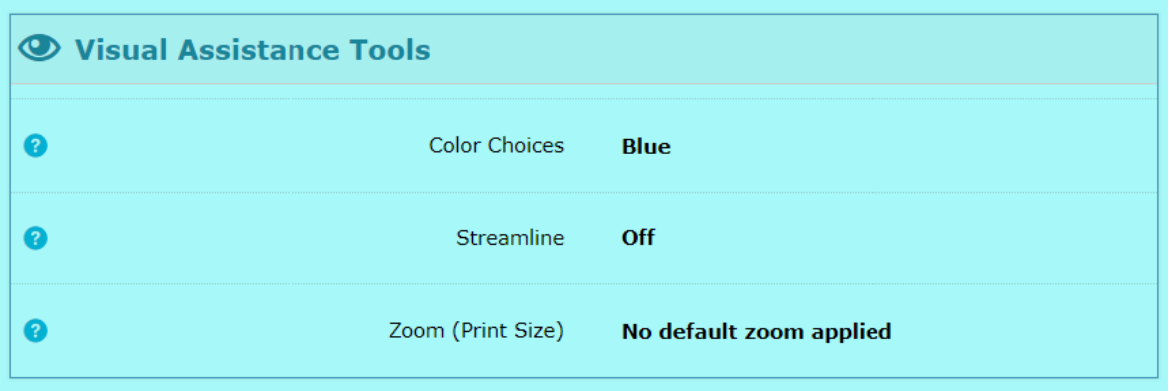
# APPENDIX I: COLOR CONTRAST EXAMPLES

Below are examples of the color contrast examples under Embedded Designated Supports.
*Note: The appearance in color may render differently when in printed form.

Black on White:

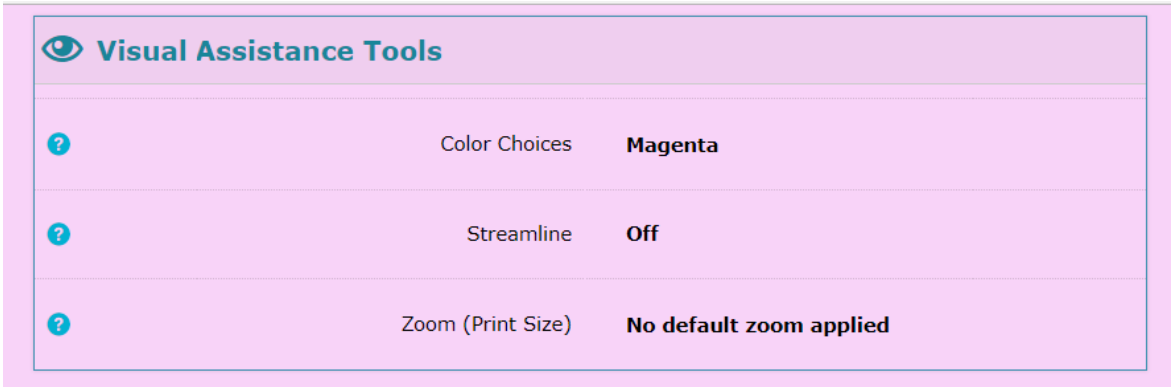



Blue:

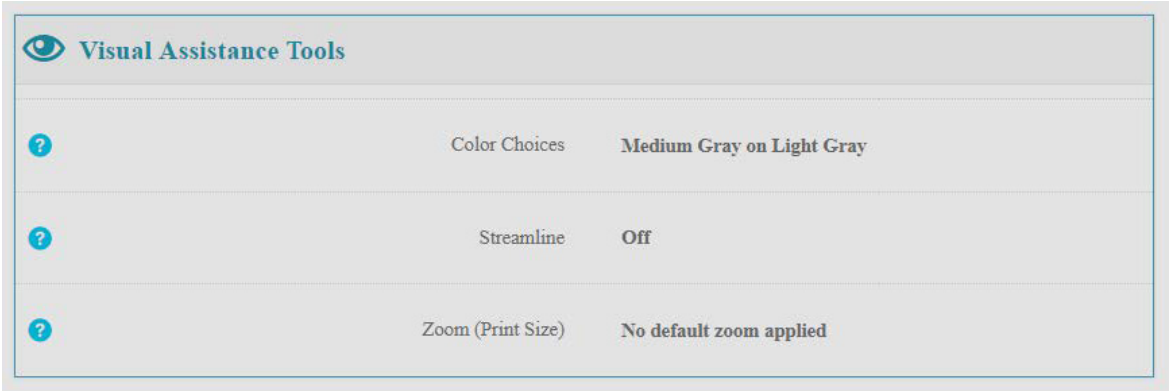



Light Green Reverse Contrast:

Magenta:




Medium Gray on Light Gray:




Yellow on Blue:

# APPENDIX J: ACCOMMODATIONS COMMITTEE MEMBERS

## ACCOMMODATIONS COMMITTEE MEMBERS

Alan Demaret, Ed.D., Director of Special Services, Sweetwater County School District #2

Jody Distler, Teacher of Students with Visual Impairments, Natrona County School District #1

Stephanie Huegel, Special Education Teacher, Park County School District #1

Joseph Ingalls, Assistant Superintendent, Uinta County School District #1

Randon Lawrence, Special Education Director, Uinta County School District #4

Jennifer Mann, Title 1 Teacher, Albany County School District #1

Catherine Morris, Teacher of Students with Visual Impairments, Natrona County School District #1

Danny Robinson, Case Manager, Lincoln County School District #2

Stephanie Shafer, TOSA Assessment and Research, Natrona County School District #1

Danette Smith, Special Education Teacher, Laramie County School District #1

John Springer, Ed.D., Data & Assessment Specialist, Uinta County School District #1

Robyn Wickes, Special Education Teacher, Park County School District #6

Matt Williams, Special Education Director, Uinta County School District #1

Jennifer Wilson, M.Ed., Learning Specialist, Sublette County School District #1

## AIR HELP DESK

888-897-8024
wyohelpdesk@air.org

## ASSESSMENT ADMINISTRATIVE SUPPORT

307-777-2906

## INDIVIDUAL LEARNING ADMINISTRATIVE SUPPORT

307-777-3530

The Wyoming Department of Education does not Discriminate on the basis of race, color, national origin, sex, age or disability in admission or access to, or treatment of employment in its programs or activities.

Inquiries concerning Title VI, Title IX, Section 504, and ADAAA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Avenue, Cheyenne, WY 82002-0050 or 307-777-7673, or the office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417.

This information will be provided in an alternative format upon request.

WY-TOPP

WYOMING
DEPARTMENT OF EDUCATION